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ABSTRACT

This report reviews the major forces that have shaped the direction of teacher education reform in Oregon since 1983, focusing on Ballot Measure 5 which threatens state level funds for teacher education programs and on the impact of Workforce 2000 goals. Following an introduction, the document is organized into three sections: "Professional Schools of Education"; "Ensuring Fully Prepared and Appropriately Assigned Personnel"; and "Continued Professional Development." In each section, background information, the impact of Ballot Measure 5, and the relationship of the topic to Workforce 2000 are discussed. Nine tables are appended: (1) Criticisms of Teacher Preparation and Certification in 1984; (2) Reforms Recommended by the Educational Coordination Commission; (3) Recommendations from the 1986 Joint Interim Education Committee; (4) Report of Carnegie Forum on Teachers for the 21st Century; (5) Report of Holmes Group on Tomorrow's Teacher; (6) Postulates for the Redesign of Teacher Education; (7) Study of the Impact of Teacher Education; (8) Teacher Education Programs in the Oregon State System of Higher Education (OSSHE): What Would be Available if Recommendations are Approved; and (9) New Programs under Review or Being Developed by Oregon Institutions. (LL)

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FOOTPRINTS IN THE MUD:
PROGRESS OF EDUCATION
REFORM IN OREGON
1983-1990

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TABLE OF CONTENTS

	Page
Introduction	1
Professional Schools of Education	
Background	3
Impact of Ballot Measure 5	4
Relationship to Workforce 2000	5
Ensuring Fully Prepared and Appropriately Assigned Personnel	
Background	7
Impact of Ballot Measure 5	8
Relationship to Workforce 2000	9
Continuing Professional Development	
Background	11
Impact of Ballot Measure 5	11
Relationship to Workforce 2000	11
Summary	13
Tables	
A - Criticisms of Teacher Preparation and Certification in 1984	17
B - Reforms Recommended by the Educational Coordinating Commission	19
C - Recommendations from the 1986 Joint Interim Education Committee	21
D - Report of Carnegie Forum on Teachers for the 21st Century	23
E - Report of Holmes Group on Tomorrow's Teacher	27
F - Postulates for the Redesign of Teacher Education	29
G - Study of the Impact of Teacher Education	31
H - Teacher Education Programs in OSSHE; What Would be Available if Recommendations are Approved	35
I - New Programs Under Review by TSPC or Being Developed by Oregon Institutions	37
End Notes	39

INTRODUCTION

It is difficult to remember when you're up to your hips
in alligators that your primary objective is to drain
the swamp.

A Floridian Proverb

For nearly a decade, Oregon educators have been trying to extricate teacher education from the swamp into which it had fallen in the 1970's. The trek across the swamp is beset by snapping alligators and slowed by heavy muck. Water soon covers our tracks, and the mud settles, leaving only those who have participated in the journey knowing from whence we have come and the landmark toward which we are headed. See Table A.

In 1990, we have rounded a bend only to find new challenges from Ballot Measure 5 and calls for greater attention to work force issues. As Oregon educators respond to these issues, we must not lose sight of the objectives which have guided us thus far in the reform of teacher education. See Tables B and C.

In this paper, we review briefly the major forces that have shaped the direction of reform in teacher education in Oregon since 1983. See Tables D, E, and F. We summarize three broad objectives of reform which have been undertaken, but which are not yet fully achieved. We argue that recent reforms in teacher education are compatible with further reforms envisioned in work force proposals. Finally, we urge that educators not allow the setback of Measure 5 to detract from three major reform objectives: establishing truly professional schools of education; ensuring that all educators from preprimary through grade 12 are fully prepared and appropriately assigned; and developing public school training sites which exhibit exemplary teaching and foster continuing professional development of educators.

PROFESSIONAL SCHOOLS OF EDUCATION

Background

Traditional schools, colleges, and departments of education have been held in low esteem on university campuses. Teacher education curriculum has been dominated by arts and sciences requirements. Criteria for selection, retention, and promotion of faculty have given insufficient weight to involvement with public schools. Conventional research and publications have been over-emphasized by graduate schools that failed to recognize the value of action research in school settings. 1, 2, 3

Reformers recommend, on the other hand, that professional schools of education more closely emulate the university teaching hospital in order to adequately prepare classroom teachers for leadership roles in the profession. When one mentions leadership in education, it is often assumed to be a reference to school administrators. In other professions, however, leadership is the hallmark of outstanding practitioners who also perform roles as researchers and professors. In medicine, for example, doctors, not hospital administrators, engage in research and publish findings that represent the cutting edge of the field. Their success in developing new procedures and in documenting the effectiveness of new medications are recognized and rewarded. 4

In education, the perception is that administrators must bring faculties kicking and screaming up to best practice. Curriculum materials are often produced in isolation from teachers and pupils, and manufacturers appear at times to be trying to make their products "teacher proof." Educational leaders admit publicly that no body of knowledge yet defines best practice. 5, 6

In order to change this dynamic, the preparation of teachers needs to occur in an environment in which research and outstanding teaching are the norm. Supervision of field experiences needs to be based solidly on quantitative and qualitative evaluations of pupil learning. 7, 8

This model of a professional school of education has implications for the curriculum, faculty, resources, and students. Professional education must be

built on solid research in the social sciences in a manner in which medicine is built on the biological and physical sciences. Faculty who teach in the professional schools need to be well versed in the base disciplines, but also capable of translating research on learning and socialization into educational practice.

This concept of curriculum has implications for students as well. They must come to professional schools with thorough grounding in basic social sciences as a prerequisite for professional preparation. No medical school would attempt to prepare doctors without their having first demonstrated competence in biological and physical sciences. But schools of education routinely attempt to instruct students in learning theory who have had only introductory preparation in psychology and human development. In many cases the faculty themselves have had only a few courses in psychology and learning.⁹

Professional schools of education need the latest in educational resources to prepare leaders for the 21st Century schools. It would be inconceivable to instruct physicians, pharmacists, or veterinarians without the state of the art technology and medications. Professional schools of education likewise need state of the art tools of an information industry. Schools of education need manuals, journals, books, fiche, video tapes, films, audio recordings, CD ROM indexes and documents, flat prints, interactive computer assisted videos, computers and software, etc., in order for prospective teachers to master the tools of the trade and develop a variety of approaches to achieving instructional objectives with pupils.¹⁰ See Table G.

Impact of Ballot Measure 5

One result of Ballot Measure 5 is the reduction of resources available for teacher education programs which were already impoverished with respect to classrooms, laboratories, electronic technology, and budgets for travel and professional development. The student-faculty ratio in teacher education programs is typically 50% higher than the ratios for other professional schools within the institution.¹¹

The dismantling of teacher education programs at the University of Oregon and Oregon State University is a major concern because they have the greatest potential for establishing professional schools of the type described earlier. They have: well-established departments in the basic social sciences, sufficient faculty to provide specialization in the application of scientific principles in professional courses, authorization to offer doctoral degrees in curriculum and instruction, and libraries that are among the best in the State for teacher preparation.

While teacher education programs are being eliminated or cut back at two of the State's universities they are proliferating at regional state system colleges and independent institutions. See Table I. These institutions do not offer doctoral degrees in curriculum and instruction and are often lacking in resources, facilities, and faculty necessary for truly professional schools of education.

Relationship to Workforce 2000

The calls for reform in conjunction with Workforce 2000 increase rather than decrease the expectations for schools of education. These reform proposals also have implications for the selection of students for teacher education programs.

Workforce reforms seek to reduce reliance on detailed, fragmented, specific curriculum and to replace such curriculum with concept-based, integrated, more general curriculum. Schools will need to teach students to learn and to think rather than to memorize specific facts.

This implies a different approach to teaching than has been used in the past. It will require that future teachers have more knowledge of human information processing theory, increased knowledge of new technologies applied to teaching, and enhanced skill in use of assessment techniques other than standardized tests.

Faculty in professional schools of education will also need increased knowledge in cognitive science, measurement, and evaluation theory. Old paradigms of teacher training simply are no longer viable. The growth of the knowledge base in teacher education has been too swift and comprehensive.

Educators should no longer be expected to teach from a textbook; they should be expected to teach students how to learn and how to think independently. Businesses are interested in high performance work organizations. We must teach everyone to attain high academic standards. For some, these attainments will require traditional college programs, but for many these attainments will come through training in skilled trades and employment in the new labor market of the 21st Century.

ENSURING FULLY PREPARED AND APPROPRIATELY ASSIGNED PERSONNEL

Background

A second objective of the reform effort is to make sure there is a fully certified and properly assigned educator in every classroom. This is an appropriate concern because the manpower predictions for the late 1990's and early 21st Century suggest that the competition for competent workers will be fierce. At the same time enrollments in public schools, which have been in decline throughout much of the 1980's, will be growing. Early retirement programs and other incentives to hold wages of public employees down will make school leaving increasingly attractive to a graying workforce. ¹²

In previous periods of severe teacher shortage, standards have been lowered, and persons with little or no professional preparation to teach have been pressed into service in public schools. Strong tenure laws and poor supervision and evaluation of beginning teachers have resulted in some educators becoming permanent employees who would have under other circumstances not qualified for initial employment. ^{13, 14}

A correlary problem is the misassignment of persons with teaching credentials in fields where they have little or no preparation. Even in periods of severe teacher shortage, the number of applicants in fields like physical education and social studies are in substantially greater supply than teachers of science, mathematics, or foreign language. Misassignments which are permitted during a teacher shortage are difficult to correct and may affect an entire generation of students.

A third issue is the level of preparation that is required for one to be "fully certified." Teachers with baccalaureate degrees were until recently among the best educated citizens in a community. But as the level of educational attainment has risen in the United States, teachers have come to be perceived as narrowly and shallowly educated in the arts and sciences. Recommended reforms include: extending teacher preparation to five years, making teacher education a fifth-year program after a liberal arts undergraduate degree, and requiring additional subject matter and pedagogical preparation in a fifth-year of college during the initial years of teaching. ¹⁵ Oregon has required the latter of high school and special education

teachers since 1965, but elementary and middle school teachers are excluded from completing any preparation beyond the baccalaureate degree. Legislation was introduced in 1987 at the recommendation of the Joint Interim Committee on Education to require the fifth-year of all teachers, but the bill did not pass. Consequently, an inequity exists between Oregon's four-year and fifth-year teacher education programs and between elementary and secondary teachers.

Finally, rapidly changing conditions of the 20th Century have made obsolete many of the practices and much of the knowledge in the field of education. Oregon certification laws and regulations require recent course work for those who leave the field and wish to return, but continuing professional development is not required of those who remain continuously employed in education. In 1987, the Commission sought to establish a continuing professional development requirement, but it was short lived being struck down by the 1989 Legislature.

Impact of Ballot Measure 5

Ballot Measure 5 may simultaneously decrease the supply of new teachers and decrease the demand for additional teachers. This is because, on one hand, the State System of Higher Education is reducing the production of teachers at all campuses and particularly at the University of Oregon and Oregon State University. While some of this loss of teacher producing capacity may be picked up by Oregon independent colleges, there is no question that Oregon will experience a reduction in preparation of teachers as a result of Ballot Measure 5. See Table H.

On the other hand, Oregon school districts will be constrained in increasing staff because of limitations of Ballot Measure 5. Reduction in government and education spending throughout the state may have the effect of suppressing the general economy and drawing former and prospective teachers from the reserve pool back to careers in education.

This combination of factors is expected to limit shortages of teachers to selected high demand fields, like mathematics and science, and to certain geographic areas of the state. Hardest hit by the reductions in the state

system will be programs in technology education, business education, and marketing due to reductions in these programs at Oregon State University, Southern Oregon State College, and Portland State University.

Relation to Workforce 2000

Recommendations regarding assignment of teachers, particularly in middle and junior high schools, suggest broader assignment of teachers rather than more narrow. For example, restructured schools will feature team teaching of courses in technology with courses in basic skills and communication, writing, mathematics, and science.

At grades 11 and 12, greater specialization will occur, and teachers with preparation and work experience in trades and industry will be needed. The variety of trade school and community college options that will be available to students in these grades raises a number of questions about certification of instructors for the restructured schools.

Teachers must work together to prepare students for Certificates of Initial Mastery by age 16. After that point, students will move to a college preparatory track or into a skilled trades program. The workforce needs of the 21st Century will require that a skilled pool of creative, adaptable workers emerge from the public schools in high numbers. This is not the case now; high drop out rates result in large numbers of young adults entering the workforce with low skills and little potential for change.

CONTINUED PROFESSIONAL DEVELOPMENT

Background

A major effort of the reform proposals has been to create an environment of continuing development for beginning and experienced teachers. The mentor teacher program and the 20/20 grants were prototypes of such programs. Rapid changes in technology and internationalization of the curriculum, together with new expectations of restructured schools, require a teaching workforce which is flexible and remains up-to-date.

The direction of the Legislature and Oregon's fifth-year and restructured four-year teacher education programs has been to emphasize outcome measures of teacher performance. The 1990 Interim Committee made similar recommendations about assessment of outcomes with regard to preparation of school administrators.

Central to the restructuring of schools is the assessment of pupil performance at certain grade levels and designation of alternative programs to assist those who do not achieve the desired goals in the regular setting. If experimentation and continuing reform is to be effective in restructured schools, teachers must have greater access to continuing professional development. 16

Impact of Ballot Measure 5

The anticipated effect of Ballot Measure 5 is the reduction of state level funds for mentor teacher and continuing professional development programs. Local school district will be unable to make up the difference in revenue to continue these programs at their own expense.

Relation to Workforce 2000

Restructured schools ask teachers to assume new roles in helping students achieve objectives of the Oregon benchmarks. Fifth-year teacher education programs may result in candidates coming into the profession who have significant work experiences outside of education.

This new generation of teachers will be better equipped to work with employers who see the wisdom of investing in the training and further education of their current and future workers. Teachers will need to work with industry to recognize the variety of learning styles in the workplace.

At the present time there is no public policy with respect to worker training. Teachers need to be apprised of changes in policies, administration, and service delivery. Educators cannot sit back and let industry improve while teachers impart obsolete information and skills. Educators and business must take joint responsibility for the school-to-work transition for young people.

Teachers should also become part of a system offering a second chance for adults who wish to develop the enhanced academic and cognitive skills needed to enter the workforce of today. This type of coordination requires continuing professional development on the part of teachers as well as their industrial partners.

SUMMARY

Reforms in teacher education and plans for school improvement were launched with specific objectives, including making preparation graduate level, providing professional support during induction into teaching, and increasing professional development opportunities for teachers. Ballot Measure 5 now threatens those programs, and calls for achieving Workforce 2000 goals appear to be changing the focus of Oregon's reform efforts.

The objectives of the 1980's reforms are, however, compatible with the workforce reform proposal of the 1990's. The setback of Ballot Measure 5 must not divert Oregon educators from the original goal of outcome based professional preparation and restructured schools. We need to stay the course across the swamp.

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LIST OF TABLES

- A - Criticisms of Teacher Preparation and Certification in 1984
- B - Reforms Recommended by the Educational Coordinating Commission
- C - Recommendations from the 1986 Joint Interim Education Committee
- D - Report of Carnegie Forum on Teachers for the 21st Century
- E - Report of Holmes Group on Tomorrow's Teacher
- F - Postulates for the Redesign of Teacher Education
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TABLE A

CRITICISMS OF TEACHER PREPARATION AND CERTIFICATION IN 1984 16

- The highly educated and experienced teaching force is dwindling as older teachers retire and younger teachers leave for other occupations.
- The teaching force is aging and opportunities for continuing professional development are inadequate.
- Fewer talented women and minorities are entering education than in previous generations.
- The number of new entrants into teaching is insufficient to meet the coming demand for new personnel.
- Teacher salaries are below average and the purchasing power of teachers is declining.
- The most academically qualified teachers (those with high test scores and/or subject matter majors) leave teaching within a short time.
- There is a lack of rigor in admission to teacher education programs.
- Teachers' satisfaction with education is declining, and this decline is most evident among the most qualified (highest test scores and/or subject matter majors).
- Test scores, particularly SAT scores, are falling and teachers rank among the lowest of those high school seniors intending to go to college.
- The least qualified will be hired as teachers and will become the tenured work force.
- Teacher preparation programs are lacking in rigor and relevance to the needs of teachers.
- The approved program approach is inadequate to assure quality of teacher preparation.

TABLE B

REFORMS RECOMMENDED BY THE EDUCATIONAL COORDINATING COMMISSION 17

- Certification should be based upon demonstrated competence rather than credentials. Competence should be demonstrated through tests of basic skills and subject matter and through successful completion of one-year teaching and residency.
- Four levels of certification should be established -- initial, basic, standard and master teacher.
- More opportunities should be provided for continuing professional development at the school district level. Such classes and workshops should be required for renewal of certification, and teachers should have a greater voice in determining their content.
- Regulation of college and university teacher education programs should be reduced, and greater emphasis should be placed upon evaluating the success of their graduates. Institutions should be encouraged to develop innovative and differentiated programs for training teachers.
- Alternate procedures should be developed for certification of college graduates not trained in approved teacher education programs and of experienced teachers from out of state.
- Preparation required of school administrators, counselors, supervisors or school psychologists should be completed prior to issuance of the initial certificate. Further certification should be based upon successful experience and continuing professional development. Certificates for school nurse should be abolished.
- TSPC should explore the feasibility of requiring principals to return to classroom teaching at regular intervals.

TABLE C

RECOMMENDATIONS FROM THE 1986 JOINT INTERIM EDUCATION COMMITTEE 18

- Abolishing the undergraduate major in education,
- Establishing a fifth-year professional preparation program leading to initial certification, and a master's degree,
- Increasing the amount and quality of field-based experiences and student teaching.
- Requiring passage of tests of subject matter and professional knowledge prior to granting an initial teaching certificate,
- Creating a forgivable loan program for minorities and for teachers in fields with insufficient applicants for teacher education,
- Providing mentors to assist first-year teachers adjust to the conditions and requirements of the workplace,
- Funding continuing professional development activities that are directed by school building committees composed primarily by classroom teachers,
- Limiting the number of candidates admitted to teacher education programs to better balance the supply of personnel with needs of public schools, and
- Raising the standards for approval of programs to insure that candidates receive better preparation for teaching and to grant institutions greater flexibility in designing that preparation.

TABLE D

REPORT OF CARNEGIE FORUM ON TEACHERS FOR THE 21ST CENTURY ¹

Recommendations on Educational Policy:

- Create a National Board for Professional Teaching Standards.
- Restructure schools to provide a professional environment for teaching, freeing them to decide how best to meet state and local goals for children while holding them accountable for student progress.
- Restructure the teaching force and introduce a new category of "Lead Teachers" with proven ability to provide active leadership in the redesign of the schools and in helping their colleagues to uphold high standards of learning and teaching.
- Require a bachelor's degree in the arts and sciences as a prerequisite for the professional study of teaching.
- Develop a new professional curriculum in graduate schools of education leading to a Master in Teaching degree based on systematic knowledge of teaching and including internships and residencies in the schools.
- Mobilize the nation's resources to prepare minority youngsters for teaching careers.
- Relate incentives for teachers to school-wide student performance and provide schools with the technology, services, and staff essential to teacher productivity.
- Make teachers' salaries and career opportunities competitive with those in other professions.

Recommendations on Undergraduate Preparation:

To assure that teachers, along with all other students, receive adequate preparation in their field of study, college faculties and disciplinary societies should undertake a thorough reexamination of undergraduate programs in the arts and sciences to ensure their appropriateness for the preparation of professional teachers.

The following steps should be taken to assure that professional teachers are properly trained to implement new programs at the local level, remain

current in their fields, and have an opportunity to prepare for the Board assessment leading to the advanced teaching certificate.

- State and local policy should stimulate colleges, universities, and a variety of other providers to develop programs of continuing education to keep teachers abreast of the field, and to prepare Board-certified teachers for the Advanced Teaching Certificate.
- Districts and teachers should work together to establish staff development centers run by very able teachers to meet local continuing education and training needs.
- In time, Board standards for recertifying teachers should be used as a guide for continuing education.

The states, the federal government, and business should provide financial aid for the graduate education of highly qualified applicants interested in teaching in fields experiencing severe shortages.

Recommendations on Teacher Preparation:

States should abolish the undergraduate degree in education and make professional teacher education a graduate level enterprise, building on a base of sound undergraduate education in the arts and sciences.

- Master in Teaching degree programs should be developed. They should emphasize systematic study of teaching and clinical experience, including internships and residencies in the schools.
- Admission should be contingent on applicants' mastery of the basic skills and knowledge expected of all college graduates.
- The graduate schools of education should design these new programs to make it possible for students to make up during their graduate education substantive course work missed in college. The time allowed to obtain a graduate degree should take this requirement into account.
- Special financial incentives should be offered by the state and others to students of exceptional academic ability and to minority group members who qualify to attend graduate teacher education institutions.

Recommendations on Professional Development:

State and local policy makers should work with teachers to create schools that provide a professional environment for teaching.

- Teachers should be provided with the discretion and autonomy that are the hallmarks of professional work. State and local governments should set clear goals for schools and greatly reduce bureaucratic regulations of school processes. Teachers should participate in the setting of goals for their school and be accountable for achieving agreed upon standards of performance.

- Districts should foster collegial styles of decision-making and teaching in schools in which "Lead Teachers" play a central role. Lead Teachers in the future should hold advanced teacher's certificates from a new National Board for Professional Teaching Standards.
- Teachers should be provided the support staff they need to be more effective and productive, and should be prepared to take responsibility for overseeing the work of additional staff with a range of skills and experience.
- School districts should consider a variety of approaches to school leadership.

Recommendations on Teacher Licensing:

State licensing authorities, which will continue to be responsible for licensing teachers to practice, should strengthen their standard and involve teachers in designing these new standards.

- Board certification initially would be voluntary. In time, the Board's standards should be incorporated in the structure of state standards.
- Anticipating the availability of Board-certified teachers, state officials should draft plans to offer districts incentives to hire such teachers in appropriate roles, and to provide for the equitable distribution of such teachers among districts of different tax capacity.
- Licensure of participants in alternate route programs should meet a standard that is at least as high as that required of applicants from regular programs.

As post-graduate programs of teacher education are developed, the states and voluntary accreditation organizations should set and vigorously enforce high standards for such programs.

Appropriate state authorities should announce a date beyond which emergency licenses to teach will not be granted and licensed teachers will not be permitted to teach "out of subject."

TABLE E

REPORT OF HOLMES GROUP ON TOMORROW'S TEACHER²

Holmes Goals

- Make education of teachers intellectually more solid.
- Recognize differences in teachers knowledge, skill, and commitment, in their education, certification, and work.
- Create standards of entry to the profession (examinations and educational requirements) that are professionally relevant and intellectually defensible.
- Connect institutions to schools.
- Make schools better places for teachers to work and to learn.

Recommendations on Teacher Licensing:

Propose a three-tier system of teacher licensing. Two of the certificates - Professional Teacher and Career Professional - would be renewable and could carry tenure. The other - instructor - would be temporary and nonrenewable. Each certificate would depend upon entrance exams and educational accomplishment. The two professional certificates would require assessment of performance on the job.

"Instructor" - to a teacher who has only an undergraduate degree, nonrenewable and good for not more than five years.

"Professional Teacher" - first full professional certificate. Completed a master's degree in teaching. Pass exams to add additional subject area certifications. One year of supervised experience plus assembled portfolios of teaching and/or students of one's teaching and unannounced observations of performance.

"Career Professional" - must have Professional Teacher license. Extensive experience with outstanding performance. Further specialized study for a doctorate in an academic subject or some other specialty. Major role in the supervision and education of instructors and Professional Teachers. Present evidence from practice about competence plus oral exams on teacher education unplanned observations of work, portfolio. In some cases, doctorate would not be required but practitioner would demonstrate high achievement in study and practice of teaching.

Recommendation on Teacher Preparation:

- Abolish undergraduate major in education but also do the following to improve the academic preparation of future teachers in the liberal arts:

Revise undergraduate requirements and have the best teachers teach them so the future teachers have good role models.

Organize courses so students can gain sense of the structure of the discipline.

Devise coherent programs in department of education with focus on:

- Pedagogy of specific subjects and getting rid of generic methods courses.
- Teaching teachers to study children and assess performance.
- Using expert teachers to teach new teachers.

TABLE F

POSTULATES FOR THE REDESIGN OF TEACHER EDUCATION 8

Postulate One. Programs for the education of the nation's educators must be viewed by institutions offering them as a major responsibility to society and be adequately supported and promoted and vigorously advanced by the institution's top leadership.

Postulate Two. Programs for the education of educators must enjoy parity with other campus programs as a legitimate college or university commitment and field of study and service, worthy of rewards for faculty geared to the nature of the field.

Postulate Three. Programs for the education of educators must be autonomous and secure in their borders, with clear organizational identity, constancy of budget and personnel, and decision-making authority similar to that enjoyed by the major professional schools.

Postulate Four. There must exist a clearly identifiable group of academic and clinical faculty members for whom teacher education is the top priority; the group must be responsible and accountable for selecting students and monitoring their progress, planning and maintaining the full scope and sequence of the curriculum, continuously evaluating and improving programs, and facilitating the entry of graduates into teaching careers.

Postulate Five. The responsible group of academic and clinical faculty members described above must have a comprehensive understanding of the aims of education and the role of schools in our society and be fully committed to selecting and preparing teachers to assume the full range of educational responsibilities required.

Postulate Six. The responsible group of academic and clinical faculty members must seek out and select for a predetermined number of student places in the program those candidates who reveal an initial commitment to the moral, ethical, and enculturating responsibilities to be assumed.

Postulate Seven. Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person.

Postulate Eight. Programs for the education of educators must provide extensive opportunities for future teachers to move beyond being students of organized knowledge to become teachers who inquire into both knowledge and its teaching.

Postulate Nine. Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become more other-oriented in identifying with a culture of teaching.

Postulate Ten. Programs for the education of educators must be characterized in all respects by the conditions for learning that future teachers are to establish in their own schools and classrooms.

Postulate Eleven. Programs for the education of educators must be conducted in such a way that future teachers inquire into the nature of teaching and schooling and assume that they will do so as a natural aspect of their careers.

Postulate Twelve. Programs for the education of educators must involve future teachers in the issues and dilemmas that emerge out of the never-ending tension between the rights and interests of individual parents and special interests groups, on one hand, and the role of schools transcending parochialism, on the other.

Postulate Thirteen. Programs for the education of educators must be infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths.

Postulate Fourteen. Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect needed changes in school organization, pupil grouping, curriculum, and more.

Postulate Fifteen. Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit no more students to their programs than can be assured these quality experiences.

Postulate Sixteen. Programs for the education of educators must engage future teachers in the problems and dilemmas arising out of the inevitable conflicts and incongruities between what works or is accepted in practice and the research and theory supporting other options.

Postulate Seventeen. Programs for educating educators must establish linkages with graduates for purposes of both evaluating and revising these programs and easing the critical early years of transition into teaching.

Postulate Eighteen. Programs for the education of educators, in order to be vital and renewing, must be free from curricular specifications by licensing agencies and restrained only by enlightened, professionally driven requirements for accreditation.

Postulate Nineteen. Programs for the education of educators must be protected from the vagaries of supply and demand by state policies that allow neither backdoor "emergency" programs nor temporary teaching licenses.

TABLE G
STUDY OF THE IMPACT OF TEACHER EDUCATION PROGRAMS 19

GENERAL FEATURES OF STUDIES REVIEWED

There was great variation in method and design among the wide range of studies reviewed, but several patterns occurred across a number of studies. One common approach was to obtain student achievement test scores and to determine which teacher, school, and student characteristics found in school records could be used to predict those scores using multiple regression analysis. Another approach was to ask school principals or superintendents to identify outstanding and unsatisfactory teachers and then identify characteristics that distinguished between these two groups.

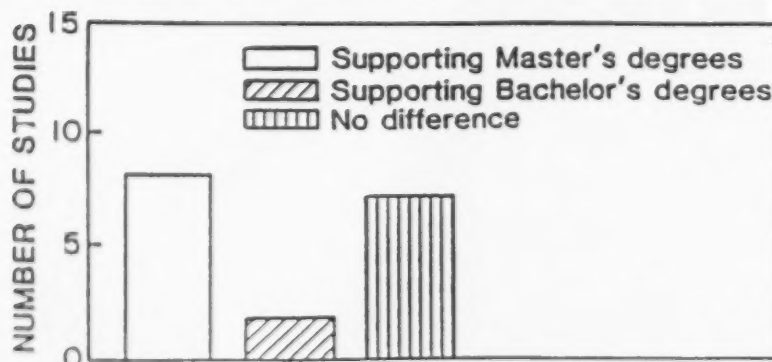
A few researchers identified groups a priori on the characteristic of interest (e.g., certification status) and then systematically collected follow-up data on teacher performance in the classroom or their students' achievement. The number of teachers studied ranged from as few as 18 to as many as 1200. Typically fewer than 100 teachers were included in any single study.

MAJOR CONCLUSIONS OF THE LITERATURE REVIEW

Teachers with master's degrees are rated as more effective by their supervisors and have higher levels of student achievement. Based on the fairly stringent statistical criteria used to declare that a finding is significant, only 1 out of 20 studies is expected to show a positive relationship due to chance. Chart 2 shows that 8 out of 15 studies showed a significant positive relationship between level of educational degree and teachers' classroom performance or their students' achievement. Moreover, the 4 studies that were strongest in terms of research quality all showed positive relationships between level of teacher education and teaching effectiveness.

Chart 2.

Results of Studies of Level of Education



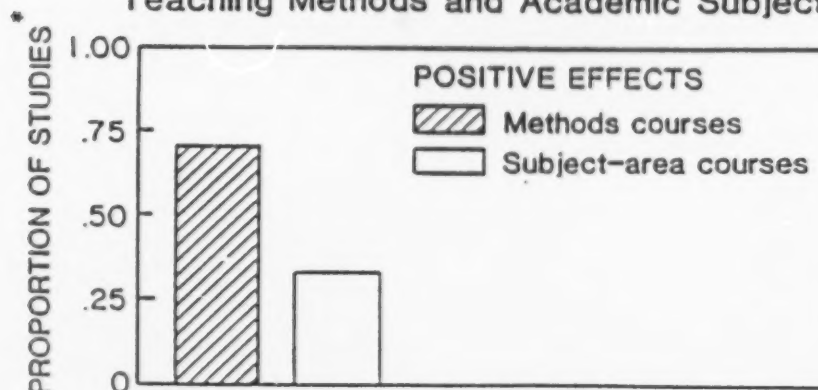
Graduates of colleges of education are more highly rated by their supervisors than graduates from liberal arts or other non-education majors. Principals' ratings of education and liberal arts majors were compared in 3 studies, and in each study the education majors received higher ratings than the liberal arts majors.

Teachers who earn more credit hours in professional education obtain higher ratings from supervisors and have higher student test scores than teachers with fewer credits in professional education. Chart 3 shows that 5 out of 7 studies demonstrated a positive relationship between the amount of professional coursework and teacher effectiveness criteria. This suggests that when teachers receive instruction in how to teach a subject, it has a positive impact on their teaching effectiveness.

There is weaker evidence that the number of credit hours taken by teachers in academic subjects is reflected in their students' achievement. Only 5 of 16 studies showed a positive relationship between the number of credits teachers earn in academic fields and their teaching effectiveness. The majority of studies failed to support the hypothesis that increasing teachers' subject-area preparation will improve their students' performance.

Chart 3.

Results of Studies of Credits Earned in
Teaching Methods and Academic Subjects



* Proportions are shown rather than raw numbers because they are based on different numbers of studies.

Teachers with higher grade point averages and higher scores on tests in the subjects that they teach tend to have higher student achievement, especially among high-achieving students and on tests of higher-order thinking skills. The relationship between teachers' scores on subject area tests and their students' achievement was investigated in 14 studies. In 9 of those studies, there was evidence of a positive relationship. The relationship between teachers' GPA and their teaching effectiveness was examined in 5 studies, and each time a small but significant positive relationship was reported.

The National Teacher Examination is not a good predictor of either teacher performance or student achievement. Of 14 studies that examined the relationship between teachers' NTE scores and teacher effectiveness, only 5 showed any evidence of a relationship.

Teachers' grade-point average tends to be a more stable predictor of teacher performance than teachers' scores on a single test. Fourteen studies were examined that used subject matter tests as the criterion of teacher effectiveness. Of these studies, 9 showed evidence of a relationship between teacher knowledge and teacher effectiveness. In contrast, each of the 5 studies using teachers' GPA as the criterion of teacher knowledge showed evidence of a significant relationship.

Teachers meeting regular state certification requirements consistently receive higher supervisor ratings and have higher student achievement than teachers who do not meet certification standards. Chart 4 shows the results of the studies that have examined the relationship between teacher certification and teacher effectiveness. Fourteen of the 19 studies favored teachers holding regular certification; only 2 studies favored uncertified teachers, and in 4 of the 19 studies, no differences were found between certified and uncertified teachers. Certified teachers also remain in teaching as a career longer than uncertified teachers.

Chart 4.

Results of Certification Studies

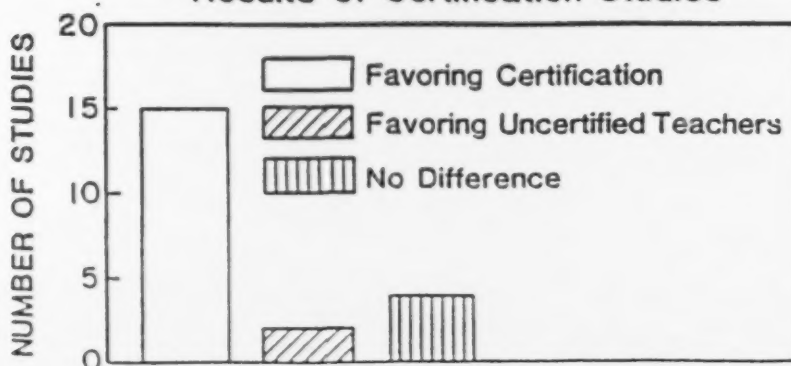


TABLE H

**TEACHER EDUCATION PROGRAMS IN OSSHE:
WHAT WOULD BE AVAILABLE IF RECOMMENDATIONS ARE APPROVED** 20

Education Teaching Fields/ Certification Endorsement Programs	OSSHE Institution Where Would be Available	Institution Eliminations or Reductions Proposed
Elementary Education	EOSC, OSU, PSU, SOSC, UG, WOSC	UO eliminated; OSU reduced by half.
Early Childhood	SOSC and WOSC requesting Board approval on 3-1-91. PSU will be requesting Board approval in the future.	
Agriculture	OSU	Reduced by half.
Art	EOSC, PSU, SOSC, UG, WOSC	UO, WOSC eliminated.
Business Education	EOSC, OSU, PSU, SOSC	OSU, PSU, SOSC eliminated.
Marketing	OSU, SOSC	OSU eliminated.
Educational Media	EOSC, PSU, SOSC, WOSC	
French	EOSC, PSU, SOSC, UO, WOSC	
German	EOSC, PSU, SOSC, UO, WOSC	
Japanese	UO will be requesting Board approval in the future.	
Russian	PSU, UO	
Spanish	EOSC, PSU, SOSC, UO, WOSC	
Health Education	EOSC, OSU, PSU, SOSC, UG, WOSC	UO, PSU eliminated.
Home Economics	OSU	Reduced by half.
Technology Education	OSU	Eliminated.
Vocational and Technical	OSU	Eliminated.
Language Arts	EOSC, OSU, PSU, SOSC, UG, WOSC	UO eliminated; OSU reduced by half.
Speech	EOSC, PSU, SOSC, UG, WOSC	UO eliminated.
Drama	EOSC, PSU, SOSC, UG, WOSC	UO eliminated.
Basic Math	EOSC, OSU, WOSC	OSU reduced by half.
Advanced Mathematics	EOSC, OSU, PSU, SOSC, UG, WOSC	UO eliminated; OSU reduced by half.
Music	EOSC, OSU, PSU, SOSC, UO, WOSC	OSU reduced by half.

Education Teaching Fields/ Certification Endorsement Programs	OSSHE Institution Where Would be Available	Institution Eliminations or Reductions Proposed
Physical Education	EOSC, OSU, PSU, SOSC, UO, WOSC	UO eliminated; OSU reduced by half.
Reading	EOSC, OSU, PSU, SOSC, UO, WOSC	UO, OSU eliminated.
Biology	EOSC, OSU, PSU, SOSC, UO, WOSC	UO eliminated; OSU reduced by half.
Integrated Science	EOSC, OSU, PSU, SOSC, UO, WOSC	UO eliminated; OSU reduced by half.
Chemistry	EOSC, OSU, PSU, SOSC, UO	UO eliminated; OSU reduced by half.
Physics	EOSC, OSU, PSU, SOSC, UO	UO eliminated; OSU reduced by half.
Social Studies	EOSC, OSU, PSU, SOSC, UO, WOSC	UO, OSU eliminated.
Handicapped Learner I	PSU, SOSC, UO, WOSC	
Handicapped Learner II	PSU, UO	
Hearing Impaired	WOSC	
Severely Handicapped	PSU, UO, WOSC	
Speech Impaired	PSU, UO, WOSC	
Visually Impaired	PSU	
Counselor	OSU, PSU	OSU proposed reduction by half; staff recommends maintain status quo.
School Psychologist	UO	
Supervisor	SOSC, UO, WOSC	
Administrator	PSU, UO	
Superintendent	UO	

NOTE: There are nine independent institutions in Oregon that prepare teachers: Columbia Christian College, Concordia College, George Fox College, Lewis & Clark College, Linfield College, Pacific University, University of Portland, Warner Pacific College, and Willamette University. A tenth, Western Baptist College, is currently requesting approval by the Teachers Standards and Practices Commission.

Office of Academic Affairs
Oregon State System of Higher Education
February 27, 1991

TABLE I

NEW PROGRAMS UNDER REVIEW BY TSPC
OR BEING DEVELOPED BY OREGON INSTITUTIONS 21

New programs currently being reviewed by TSPC

Southern Oregon State College

- Division 15 Elementary
- Division 15/16 Early Childhood Education

Western Oregon State College (Division 15 only)

- Early Childhood Education
- Elementary/Secondary Combination (Middle School Emphasis)

Warner Pacific College (Division 15 only)

- Elementary
- Language Arts
- Math
- Advanced Math
- Music
- PE
- Social Studies

New Programs Under Development

Concordia College (Division 15 only)

- Biology
- Language Arts
- PE
- Social Studies
- Early Childhood Education
- Reading, 1991-92

George Fox College

- Division 16, 1991-92
- Reading, 1991-92

Linfield College

- Division 16, 1991-92

Pacific University

- Division 15, Standard Japanese Language, 1991-92
- Division 15/16 Early Childhood Education, 1991-92
- Division 16 Elementary

University of Portland (Division 15 only)

- Division 15 Counselor, 1991-92
- Division 16 Elementary/Secondary, 1991-92